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ABSTRACT

The basic objective of this project was to take all the basic data relevant to individual community resources and put it into a meaningful form, and to provide it to the individual teacher upon request. Over 400 firms and individuals are listed and active in the file. There are 24 major classifications each with 100 possible minor classifications. All of these minor curricular or interest areas have been listed in the "School Corporation Audio-Visual Learning Resources Handbook" which is used by the teachers in South Bend. When a list of resources is needed by a teacher, the request is sent to a central Data Processing Center for computer processing. The resulting print-out lists the following information on each resource: name, address, phone number, specific directions for location, specific activities of the firm, types of material available from them, safety features, person to contact for field trip arrangements, availability of personnel, length of visit, grade level of students preferred, size of a manageable group, and the length of notice required. All entries carried in the handbook have been personally contacted and a follow-up study of their participation has been conducted by inservice social studies teachers attending Indiana University. (SBE)

ED 045481

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COMPUTERIZED COMMUNITY RESOURCES HANDBOOK: A JOINT PROJECT OF INDIANA UNIVERSITY AT SOUTH BEND AND THE SOUTH BEND COMMUNITY SCHOOL CORPORATION

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SP 000 347

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Introduction. Local communities are a factor in the education of children; the community is always an inherent part of the school curriculum. No child can be considered truly educated where the process of education takes into account only the immediate happenings of a given physical space (i.e., the classroom).

The local community offers a great variety of situations and potential for meaningful activities, and it is of value to the students to become interested in and knowledgeable about their own community.(10: 98-102)* Educators are realizing "that schools need contact with the realities of life; that curricula are most effective when closely related to the communities they serve; and that boys and girls learn best when dealing with direct, concrete experiences." (3:1)

Teachers should never assume that children have had sufficient direct experiences. While the community offers many avenues of exploration, some schools and some teachers are not making good use of the opportunities available for first hand experience. (2:225)

Therefore, the major purpose of this project is to provide teachers within the South Bend (Indiana) Community School Corporation with a workable instrument for the utilization of local community resources. The information provided the teachers

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*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

in the schools of South Bend is intended to serve as a guide-line and not as a final answer. The entire project is oriented to answer the following basic question: How can teachers best become aware of and use local community resources?

Background and Basic Procedures. This project is an effort to put all basic data relevant to individual community resources into a meaningful form and provide it to the individual teacher upon request. All individual resources, and there are presently over 400 firms and individuals listed and active in the file, are classified in one or more major fields. There are twenty-four major classifications, and within each major classification there are minor classifications available (100 possible within each major). An abridged list of the classification schema and listings will be found in Appendix A.

All of the minor classifications have then been listed in the School Corporation Audio-Visual Learning Resources Handbook which is available to each teacher within the school corporation. These are listed alphabetically, and they are cross indexed. There are over 375 such listings. These are basically classified into curricular and/or interest areas. For instance, rather than simply having a classification of FARMS, we have broken this major classification into seven minor classifications (Dairy, Grain, Livestock, Nursery, Poultry, Produce, and Sod). Within the cross-indexing system

you would also have listed Dairy Farms and Farms, Dairy, thereby aiding that teachers who might have a tendency to become confused by a single word order.

Each sub-group is assigned a major classification number (three digits) and a minor number (two digits). It is possible for a firm or individual to be classified under one major heading and under a maximum of four minor headings. If a firm fits into more than one major classification, there must be a separate entry made and coded for each of these major headings.

For instance, one advertising agency is classified as follows: The major classification is 100 (Advertising): They are then classified as

01 Agency; 03 Commercial Artists;

04 Commercial Photographers; and 15 Television.

If a teacher requested any information regarding an advertising agency, or a commercial photographer, or a commercial artist, or some firm working in television advertising, he would receive this firm's listing (or print-out), together with all other firms carrying the particular five-digit number requested.

All entries carried in the "handbook" have been personally contacted and a follow-up study of their participation has been conducted. The basic contact and follow-up studies have been and will continue to be conducted by graduate students

(all in-service teachers) attending Indiana University at South Bend and enrolled in the Elementary Social Studies course. Usually the persons who participate in this program are teachers who teach within the South Bend School system itself. The original Handbook was prepared three years ago, and this past summer the second revised edition was completed.

In addition, when the basic work was done on this project, it was also decided to revise the form used by the teachers to request transportation for pupils (where requested) and used to inform the principal of the forthcoming trip. On this form the teacher is asked to evaluate the results of this trip. A follow-up research study has been conducted and the basic results of this study are presented in Appendix D.

Illustrative Example: The following illustrative example is intended to give you a step-by-step look at the total process in which a teacher would engage in requesting and implementing a field trip.

1. Teacher believes that the curricular objective might be better implemented by taking children into field (or having resource person into school). She consults the Audio-Visual Resources Handbook which contains, as a part of the total program of the school, the section dealing with community resources available. Let us assume that she is interested in taking her children to see cheese being made. She would see Cheese (109-03).

2. She would take her previously printed and punched IBM card (See Appendix B) which contains her name, school, and identification number and complete it simply stating Community Resource, Cheese, 109-03. This card would be forwarded to the Data Processing Center in the next school mail (maximum waiting time - one school day if completed after 2:00 p.m.). This is the same card which she uses in requesting films and other A.V. materials from the Audio-Visual Center (all films and other A.V. materials are also scheduled by computer in South Bend).

3. The card is received at the data processing center. All requests are processed the morning after receipt the previous evening. A key punch operator simply punches in the five-digit number (109-03) into the card (a six-digit number is used for films).

4. The field trip cards are fed to the computer behind the program and all firms that process cheese are listed on a print-out addressed to the teacher indicated by her pre-punched card. (See Appendix C)

5. The print-outs are then returned to the school mail (before noon) and the teacher will receive her print-out that afternoon. It will list all firms listed in the computer that process cheese.

6. The teacher will then contact the firms and make her individual arrangements. Each print-out lists the following

date for each firm:

Name, address, phone number, specific directions for locating (handy in working with bus drivers unfamiliar with exact location), specific activities in which the firm engages, type of materials available for distribution (if any), safety features, person to contact, availability of personnel for pre- and post-visit talks, length of visit in minutes, grade level of student preferred, size of the group they can handle at one time, and the length of notice required in days. (See Appendix

7. The teacher then completes request form, which acts as notification of principal, require principal's permission to take children from building, forwarded to central office for approval, etc.

8. Transportation arrangements are made after approval.

9. Classroom activities continue a pace and children take trip. Engage in follow-up activities, etc.

10. Teacher completed follow-up for later analysis on a system wide basis. (See Appendix D)

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Catalog Number	
	B
117-02	Bail Bonds
109-01	Bakers
106-04	Bands and Orchestras
108-04	Banks
121-05	Barbers
119-10	Baseball Parks
116-08	Bearings Manufacturing
121-06	Beauty Salons
119-04	Billiard Parlors
114-04	Blood Banks
120-06	Boat Dealers
108-05	Bonds
108-06	Bookkeeping
103-01	Books
119-03	Bowling Alleys
116-10	Box and Packaging Products
116-09	Brick, Tile and Clay Products
104-03	Bridges, Construction
108-07	Budget Services
104-04	Builders
110-06	Building Department, County
124-04	Buses
108-08	Business Consultants
105-03	Business Schools
109-02	Butchering
	C
104-05	Cabinet Makers
109-04	Candy
124-07	Car and Truck Rentals
109-07	Cat and Dog Food
104-06	Carpenters
116-11	Celotex Products
119-17	Ceramics
109-03	Cheese
116-12	Chemical Products
123-04	Child Placement Bureaus
102-01	Children and Infant's Wear
114-05	Chiropractors

Catalog Number	
106-03	Choral Groups
118-07	Churches, Other Denominations
118-03	Churches, Protestant
118-05	Churches, Roman Catholic
100-02	Circular Distributors of Advertising
112-02	City Services, Local
110-07	Civil Defense
112-03	Civil Engineers
121-01	Cleaners
118-06	Clergymen, Roman Catholic
118-08	Clergymen, Other Denominations
118-04	Clergymen, Protestant
112-19	Clerk, Local
114-06	Clinics
102-10	Clothing Manufacturing
116-14	Cloth Manufacturing
119-05	Coin Collecting Shops
108-09	Collection Agencies
105-04	Colleges
100-03	Commercial Artists
100-04	Commercial Photographers
104-08	Concrete, Construction
116-13	Concrete, Manufacturing
111-02	Congressmen, Federal
114-07	Contact Lenses
102-02	Costuming
114-08	Counseling Services
100-05	Counselors of Advertising
110-02	County Agricultural Agent
110-08	County Clerk
110-09	County Commissioners
110-10	County Court Reporters
110-11	County Highway Department
110-12	County Judges Chambers
110-15	County Parks and Recreation
110-16	County Probation Office
110-18	County Public Health Department
110-19	County Recorder
110-21	County Surveyor
110-22	County Treasurer

APPENDIX A

8

Catalog Number	
108-10	Credit Bureaus
108-11	Credit Unions

D

109-05	Dairies
107-01	Dairy Farms
119-07	Dancing Studios
105-05	Day Nurseries
108-12	Debt Adjustors
109-06	Delicatessans
114-09	Dentists
111-03	Department of Air Force
111-04	Department of Army
111-05	Department of Commerce, Federal
111-06	Department of Defense, Federal
111-07	Department of Health Education and Welfare, Federal
111-08	Department of Labor, Federal
113-01	Department of Mental Health, State
111-09	Department of Navy
112-03	Departmnet of Parks
113-02	Department of Public Welfare, State
120-01	Department Stores
117-04	Detective Agencies
117-05	Detention Homes
116-15	Die Makers
100-06	Direct Mail Advertising
100-07	Display Designers and Producers
111-10	District Courts, Federal
109-07	Dog and Cat Food
101-01	Dog Grooming

E

105-16	Economic Education
105-15	Education, Adult
105-14	Education, Special
104-09	Electric Contractors
112-04	Electrical and Heating Inspection, Local
116-34	Electronic Equipment
104-10	Engineers, Construction
116-33	Equipment Manufacturing
104-11	Excavating Contractors
124-10	Express Agencies
114-10	Exterminating and Fumigating

F

102-03	Fabric Shops
120-07	Farm Equipment
107-01	Farms, Dairy
107-02	Farms, Grain
107-03	Farms, Livestock
107-04	Farms, Nursery
107-05	Farm, Poultry
107-06	Farms, Produce
107-07	Farms, Sod
111-11	Federal Aviation Agency
111-12	Federal Bureau of Investigation
109-08	Feed
108-13	Financing
112-05	Fire Departments
109-09	Fish and Seafood
120-05	Fishing Equipment
105-08	Flying Lessons
109-10	Food Brokers
109-33	Food Distribution, Wholesaler
109-11	Food Processing
109-12	Food Products
116-01	Foundries
109-13	Frozen Foods
109-14	Fruits and Vegetables
121-09	Funeral Directors
116-17	Furniture Manufacturing

G

122-05	Gas and Fuel
116-18	Gear Manufacturing
104-12	General Contractors
104-13	Glass
116-19	Glass Production

DO NOT WRITE IN THIS SPACE

TITLE | BKD. | SHIP | USE | RETURN BOOKED

CATALOG NUMBER | MO. | DAY | TCHS | TIMES DATE REQUESTED | SCHOOL | NO. | NAME TEACHER

REQUEST FOR BOOKING

A-V REQUEST FOR BOOKING

Catalog number 108-04
This must be correct

Title Comm. Resource
May be abbreviated

Date requested 11 24
Month Day

How many teachers will use this aid? 1

SOUTH BEND COMMUNITY SCHOOLS

DO NOT WRITE IN THIS SPACE

TITLE | BKD. | SHIP | USE | RETURN BOOKED

CATALOG NUMBER | MO. | DAY | TCHS | TIMES DATE REQUESTED | SCHOOL | NO. | NAME TEACHER

REQUEST FOR BOOKING

A-V REQUEST FOR BOOKING

Catalog number _____
This must be correct

Title _____
May be abbreviated

Date requested ____ ____
Month Day

How many teachers will use this aid? _____

If it is a film, how many times will it be used? _____

SOUTH BEND COMMUNITY SCHOOLS

DD G-10138 H89767

323032

CATALOG NO. | MO. | DAY REQUEST | TITLE | MO | SHIP | USE | RET | CH | T | SCH | NO. | TEACHER NAME

Sample Printout From Computer

"Accident & Health" "Insurance" Minor Class. "Banks"

major Class Heading "Money & Banking"

Minor Class "Financing"

(108) (13) (01) (14) (04) 04

FIRM ASSOCIATES INVESTMENT COMPANY
1700 NISHAWAKA AVENUE
SOUTH BEND, INDIANA

Firm

ROUTE-LOCATED ON MISHAWAKA AVENUE, JUST EAST OF ADAMS HIGH SCHOOL
ACTIVITY-FINANCING AUTOMOBILES, TRUCKS, MOBILE HOMES, FARM EQUIPMENT, HOME IMPROVEMENTS, DEALER INVENTORIES, PERSONAL INSTALLMENT LOANS, COMMERCIAL BUSINESS LOANS, LEASE OF MACHINERY AND EQUIPMENT TO BUSINESS, REDISCOUNTING, FACTORING, INSURANCE-AUTO, LIFE, ACCIDENT AND HEALTH, BANKING, FILMS AND TOUR OF BLDG AVAILABLE
MATERIALS-PAMPHLETS ABOUT THE COMPANY, POSTCARDS OF THE BUILDING AVAILABLE AT REQUEST. COMPANY ALSO OWNS TWO FILMS, MONEY AT WORK, WHICH IS INDUSTRY ORIENTED, ABOUT BASIC ECONOMY.
SAFETY RESTRICTIONS-PRECAUTIONS TAKEN CARE OF THERE
RESOURCE PERSON TO SCHOOL-YES, CONTACT MR. RESNIK, PERSONNEL DEPARTMENT AND REQUEST A SPEAKER.
EVALUATION BY FIRM-YES
FOLLOW-UP VISIT-YES

LENGTH OF VISIT IN MINUTES	060
GRADE LEVEL OF STUDENT	OPEN
SIZE OF GROUP CAN HANDLE	OPEN
LENGTH OF NOTICE *DAYS*	1

Note: Through the use of both "major" and "minor' classification headings any teacher who requested either (a) Accident & Health Insurance (b) Financing (c) Indurance, or (d) Banks, would reveive this printout. He would also receive all of the other resources carrying the five digit code he had requested.

APPENDIX D

TABLE 1. FIELD TRIP OBJECTIVES AND FREQUENCY OF THEIR BEING LISTED BY TEACHERS

Objectives	Number
Gain first hand knowledge	40
Observe practical application of material previously studied	26
Gain better understanding of history	25
Understand community resources and services	18
Observe possible vocations	13
Practice good conduct away from classroom	10
Acquaint students with the amount of work involved in making products	8
Knowledge of animals	8
Stimulate interest	8
Travel experience	8
See a farm and its activities	7
Observe nature	6
Safety	6
See a factory	5
Broaden vocabulary	4
Conservation	3
Enjoyment	3
See airplanes	3
Collect nature specimens	2
Take pictures	2
See court in action	2
Learn how to use a library	2
Eat in a restaurant	2
Other reasons	8
No objectives listed	24

TABLE 2. PURPOSE AND NUMBER OF FIELD TRIPS FOR THE SCHOOL YEAR, 1968-1969

Purpose of trip	Number
Social studies	120
Science	27
Vocational guidance	13
Language arts	8
Home economics	5
Communications	3
Health	3
Mathematics	3
Other	9

TABLE 3. FREQUENCY OF EDUCATIONAL TRIPS BY GRADE LEVEL

Grade level	Number of trips
Grade 4	26
Junior high school	24
Kindergarten	23
Grade 6	21
Grade 3	18
Grade 2	12
Grade 5	12
Grade 1	8
Other elementary	7
No indication of grade level	8

APPENDIX D

TABLE 4. FREQUENCY OF FIELD TRIPS BY MONTHS

Months	Number of trips
September	5
October	34
November	31
December	6
January	2
February	9
March	15
April	19
May	33
June	3
No month indicated	5

TABLE 5. NUMBER OF TRIPS USING EACH METHOD OF PAYING TRANSPORTATION COSTS

Method of payment	Number of trips
Pupils paid	83
Free trips	15
School and pupils shared the cost	13
School paid	9
Method not indicated	42

TABLE 6. TYPES OF TRANSPORTATION USED FOR FIELD TRIPS AND THE NUMBER OF TIMES EACH WAS USED

Types of transportation	Number
School bus	106
Private automobile	12
Walking	10
Commercial bus	5
City bus	4
Transportation not indicated	

TABLE 7. OUTCOMES OF FIELD TRIPS AND THE REASONS LISTED BY TEACHERS FOR EACH OUTCOME

Outcomes of field trips	Number	Reasons	Number
Successful	150	Interesting and suitable material	56
		Good guide or speaker	53
		Pre-planning	38
		Cooperation of pupils	27
		Cooperation of parents	20
		First hand experience	19
		Cooperation of host	15
		Pleasant, cooperative bus driver	9
		Class follow-up	9
		Previous study of the material	9
		Good weather	9
		Children had fun	8
		Opportunity for questions	6
		Dividing into small groups for the tour	
		Children saw animals	4
		Adequate supervision	4
		Refershments served	3
		Enjoyed city bus	2
		Seeing Negroes in important positions	2
		Received souvenir	2
		Lunch	1
		Kept material simple	1
Partly successful	7	Material presented was too difficult	3
		People at destination were not expecting class	1
		Bus driver not accommodating, also got lost	1
		One poor guide and one good guide	1
		Poor tour	1
Unsuccessful	2	Host did not show up at the destination	2
		Transportation too expensive	1
		Poor guide - bored, inaccurate	1
Forms not filled out	3		